

October, 1958

FORESTRY

at

Arizona State College

AT FLAGSTAFF





High School students should start planning now, if they are interested in becoming forestry majors in college.

To properly prepare for this type of college training, high school students should become well grounded in science and in mathematics. They should also be able to communicate effectively, both orally and by writing.

It is not too early to write now for information concerning the four-year forestry program.

The forestry program at Arizona State College at Flagstaff is a new one, and it is a very fine one, designed to meet current demands.

The program was authorized by the Board of Regents for Arizona State College at Flagstaff last May 12. We are the only college in the Arizona-New Mexico area which offers a four-year program of forestry. This is a vast area of forest resources, offering attractive opportunities to those who are trained in forestry, partularly in timber management and utilization.

Already the new curriculum in forestry instruction has attracted a bumper enrollment of young men this fall semester.

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We extend our warmest congratulations to Mrs. Sperling, and to the twenty teachers who won \$500 Summer Scholarship awards in this contest, which we believe to be the first of its kind. All teachers under full-time contract within the continental United States were invited to compete for the twenty-one prizes—and thousands responded with excellent entries. Final judging by the Reuben H. Donnelley Corporation and an independent panel of prominent educators was close and difficult.

To every contestant in this year's contest, our sincere thanks.



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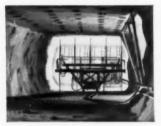
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Editor's Note: This missile will be on display at the AEA Statewide Convention.

VOLUME 47, No. 1

FALL, 1958

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OFFICIAL PUBLICATION OF THE ARIZONA EDUCATION ASSOCIATION

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> For further information on the course, prospective students are advised to communicate directly with the Dean of the College of Fine Arts. University of Arizona, Tucson 27. For admission to the University, students should write directly to the Director of Admissions, University of Arizona, Tucson 27.

ARCHITECTURE

is a design profession



Editorial Comment —

A Bird's Eye View of Our



State Department of Public Welfare

By Maria Urquides

To try to give you an understanding of our State Department of Public Welfare in one article would be most difficult. My assignment is to do it in 500 words. This, then, of necessity, will be a bird's eye view of the state's third largest department which operates on a total budget of very close to \$20,000,000. Of this \$9,363,829 represents the state appropriation for the year ending June 30, 1959. The balance, roughly \$10,400,000,

Maria Urquides, Tucson High School Teacher, Vice President Arizona Education Association and President State Welfare Board.



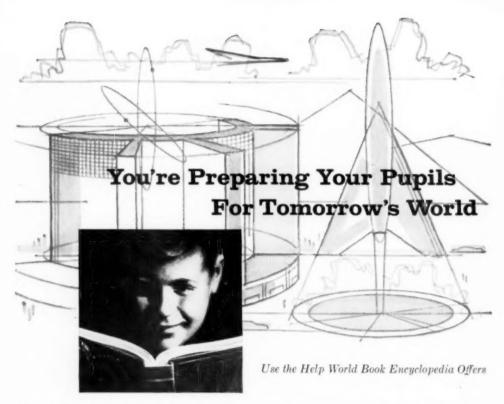
or 52% of the total expenditures, will be the federal government's share. Virtually all of the programs except Crippled Children's Services and Direct Relief are matched or reimbursed to some extent by the federal government. I wonder how many of the foes of federal aid to education will react to this!

Now, let's take a look at our department and how we serve the people of Arizona.

Following are the divisions through which your welfare department operates its various programs (One division called Administrative Services is responsible for the bookkeeping, statistics, budgeting, purchasing, state office clerical and stenographic pool, etc.):

Division of Public Assistance is responsible for:

- a. Old Age Assistance. 14,120 cases at an average payment of \$55.25 per month. Few special services possible with our limited staff.
- b. Services to the Blind. There are 810 cases receiving blind assistance at an average of \$64.40 each. In addition to assistance a multitude of services are offered to the 1800 known blind in Arizona, such as treatment and prevention of blindness, vocational rehabilitation for the blind, home teaching services, vending stands, a workshop for the blind, and other miscellaneous services.
- c. Aid for Dependent Children. Currently there are 17,676 children receiving assistance at an average of \$34.34 per child each month. Certain limited services are offered in the way of training and rehabilitation for employment of the mother where a satisfactory plan can be made for the child.
- d. Direct Relief and Surplus Commodities. There are now 2,558 cases receiv-See page 26



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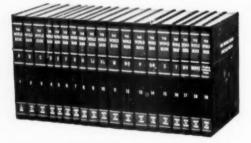
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A Moment of Thoughtlessness

May Lose

Later Victories

By John Koerner, President Arizona Education Association

Just a few short years ago Curt Simmons was the left-handed, fireballing, twenty-game-winning pitcher of the pennant-winning Philadelphia Phillies Whiz Kids.

Then in a moment of thoughtlessness, while freeing an obstacle from among the blades of a new power mower, Curt amputated a segment of the little toe of his right foot.

At first, the loss was thought to be slight. The affected area was small and was far from the all-important salary arm. But now balance and coordination and strength were undermined. Victories became more difficult to achieve for the team. What weakened one member of a strong body weakened the entire team—the entire organization.

Growing Organization

You have a strong growing organization of experienced veterans and fireballing whiz kids in the NEA, AEA, and local associations. It operates in most areas under a unified plan of membership. We would not surrender our local sick-leave plan nor that major portion of our salaries which is provided by local funds. We would not surrender the \$157.50 state and county ADA assistance nor the state ten-

ure plan. We would not in a moment of thoughtlessness deny the value of federal aid to impacted school districts, to vocational education, to school lunch programs, to pension plans, to retirement incomes in tax exemptions.

Victories

Without the services of any one organization—local, regional, state, or national—our balance, coordination, and strength are undermined. Victories become more

John M. Koerner, World Geography and American Government teacher, North Phoenix High School, Phoenix, Arizona



difficult to achieve for our team. All the services of all these organizations of our profession directly affect that salary arm.

The CTA-AEA-NEA unified membership plan serves you. It also offers you an opportunity to serve your united profession more effectively. If your association is a new one or does not enjoy the advantages of the Unification Agreement (cash refund too), LET'S GET UNITED.

Arizona Teachers in the News

Dr. John B. Barnes, Director of the Bureau of Research & Field Services, ASC, Tempe has been appointed the Coordinator of the International Teachers Exchange Program for ASC.

Claud F. Taylor has been appointed to the post of Assistant Director of Certification and Director of Special Education for the Arizona State Department of Public Instruction.

Mahlon R. Hagerty, North Phoenix High School, has been chosen as a teacher to serve on exchange with Brien K. Schlotel, Surrey, England.

W. O. Petersen, who recently resigned from Benson High School faculty, will teach in the Social Science Department of the Whittier High School District in California.

Mrs. Mildred Lee Adair of Kingman has been appointed Curriculum Supervisor in the State Department of Education, Mrs. Adair succeeds Mrs. Norma Richardson.

Mrs. Dorothy Hooker, a teacher in the Prescott schools, returned to her duties in September after a six weeks bus tour of twelve European countries. Mrs. Hooker participated in the language and orientation program for European students coming to the United States under the exchange student plan.

Willard S. Snyder, a former teacher at Bonillas Elementary School in Tucson, is now Elementary School Principal at Florence.

Henry M. Martinez has resigned as Principal of the Williams High School and is now serving the Yuma Schools in an administrative position.

E. L. (Pat) Murphy has been appointed Principal of the Sunnyside High School in place of Paul E. Campbell, who has been made Superintendent of schools at Coolidge.

T. O. Beech, agriculture teacher, Casa Grande High School, has accepted a position in Formosa.

ATTENTION!! ELEMENTARY PRINCIPAL

C. M. McKinley, a doctoral student at Colorado State College, is making a comparative study of the elementary school principal in the public schools of Arizona, Colorado, New Mexico and Utah.

Your data is needed. If you have not filled out your questionnaire, please do so as soon as possible.

The Challenge Was Accepted — The Goal Achieved

When the NEA dues were raised in 1957 many states lowered their membership goals for 1957-58. The Executive Committee of our State association said "Let's accept the challenge and set our goal for at least the same membership as in 1956-



C. A. Carson, NEA Director for Arizona

57." You folks in the field exceeded the expectations of the Executive Committee. We were one of nine states that enrolled more members in 1957-58 than in 1956-57. We still have work to do as we have 15% of our teachers not belonging to our professional organizations.

Devastating Attacks

During 1957-58 some of the most devastating attacks ever made on public education were leveled at teachers, curricula, administrators, school boards, texts and almost everything connected with education. How thankful we should be that at all levels we had strong organizations to help withstand this onslaught. This was particularly true on the national level where the expanded program made possible television and radio time to present the views of education.

To Keep in Mind

The joint committee of magazine publishers and the NEA have been hard at work. Dr. Arthur Corey in his report to the NEA Board of Directors told of the hard work that had been done and reminded us of three things we should keep in mind: first, we cannot make demands; second, we cannot expect all articles to be favorable; and third, we must find ways of working with them, if mostly on their own terms.

If I can interpret the spirit of the times the public schools are going to be spotlighted for some time. Our responsibility then is to improve ourselves, our schools and our organizations so as to advance the cause of public education.

NEW GOAL

The NEA-AEA 1958-1959 Membership Goal has been set at 8500.

MEMO

To: High School Guidance Counselors
From: The United States army
Subject: The army's Graduate Specialist Program

During the four years of its existence, the Army's exclusive technical schooling program for qualified high school graduates has prepared many thousands of young men and women for outstanding futures. The Army believes the wholehearted acceptance by students of this great career training opportunity has been due, in large measure, to your counseling support of the program.

Starting this school year, this basic enlistment plan will be known as the Army's Graduate Specialist Program. This memo is to explain to you the way in which the Graduate Specialist Program differs from our previous plan.

The Graduate Specialist Program still enables qualified high school graduates to choose an Army technical training course upon a threeyear enlistment. There are 107 courses available for young men, 26 for young women. The qualifications for this program, however, have been changed to provide for even greater precision placement of high school graduates in fields in which they will succeed. Since precision placement lies at the basis of all your counseling responsibilities, we believe you will agree the new Graduate Specialist Program, with its higher qualifications, represents an important advance over the previous plan. Here are the three basic steps for qualification.

- 1. Enlistment Screening Test. When a high school student applies for the Graduate Specialist Program, he or she will be given an enlistment screening test, to determine the applicant's general qualifications for service in this program.
- 2. Course Determination. Upon passing the enlistment screening test, the student will discuss his academic background and interests with the Army Recruiter. Based on the infor-mation provided, he will be counseled in the selection of his appropriate courses. Then the Recruiter will let the applicant pick a first choice course and two alternates, so that if quotas for his first choice are filled, he may still become a Graduate Specialist in an alternate

field. When this selection has been made, the application will be forwarded to a central Army agency for processing. Later, the applicant will be notified that a place in a specific course has been reserved for him.

3. Final Qualification Tests. After high school graduation, the applicant will take two more tests, the Armed Forces Qualification Test and the Army Qualification Battery. He must pass the AFQT and make a qualifying score in those portions of the AQB relating to the specific field of knowledge of his selected course. Only after proving finally qualified does the graduate actually enlist. Then, following basic processing and training, he will go directly to the Graduate Specialist school of his choice.

The Army believes you will agree that through these qualification procedures there is little risk that a high school graduate will find himself in a course poorly suited to his aptitudes.

One further point of information regarding the name of this plan. The Army's technical schooling program in the past has been variously known as "Reserved For You," "Choice of Technical Training" and other general descriptions. In giving the new plan the one specific name, "Graduate Specialist Program" it is believed there will be no confusion as to just which service plan is being discussed. Also, it is felt that the new name more truly indicates the high calibre character of the program, the necessity for participants to be high school graduates, and the Army's long-standing belief that every young man and woman should graduate from high school before considering military service.

If you have any questions regarding the Army's Graduate Specialist Program, and its new qualifications, won't you please write to:

THE ADJUTANT GENERAL Department of the Army Washington 25, D. C. ATTN: AGSN

Among Our Neighbors

By JOSEPH N. SMELSER Chairman of the A E A Editorial Board

Progress

What is progress?

quest for "progress"? Where are we going? To what can the push-button be

Who decides ?

In his "Decline of the West" Oswald Spengler, German historian, says that in the advance of technology the machine ceases to be a servant of men and becomes the master, first of the worker and then of the entrepreneur. Spengler has been taken to task on every hand as an "enemy of progress," "a reactionary," "a bitter and cynical man who blamed the machine for Germany's defeat in World War I," and so on. But were Spengler's conclusions justifiably thus pushed aside?

A Good Word

In our time the word "Progress" is usually looked upon in a technological or industrial sense. The real meaning of the word has not been sufficiently penetrated. Progress is a "good" word in America. It is assumed that "progress" is a natural or divine "moving forward" to better things-mainly material. It has been conceived as a provider of precious leisure time, the remover of drudgery, the producer of limitless amounts and kinds of consumer goods. "Progress" has been identified with an expanding economy; it has had nothing to do with expanding wisdom and personality. It is time that wise and good people make a thorough analysis of "progress." Congress might well vote an appropriation for this purpose. What does progress mean, what should it mean? Is it all good? Is it dangerous and misleading? Does it give man a false sense of happiness and security? Who has the most to gain in the current applied? To what not applied?

One places himself in the position of a primitive when he speaks out against progress. Our purpose isn't a wholesale damnation of "progress." It is a plea for the examination of what we have been calling progress in the light of all we know about man and his welfare.

We have all but forgotten the past claims that have been made that man is creative by nature and that the pushbutton and the assembly-line do not provide the stuff for the creative urge. We hear on every side the loud cries that education is costing too much; that education can be a mass achievement; the larger the classes, the better the children learn; education by television, radio and motion pictures is the best way. Push a button and get an education! It is true that such devices are worthwhile aids in education, but such devices alone are authoritarian, totalitarian one-way processes during which the authority speaks and the learner listens silently. The difference is as wide as the difference between a picture and a person.

No Push Button Substitute

The book publishers are up against problems similar to those of the schools. There is no push-button method of reading, judging, and correcting manuscripts; there is no push-button substitute for the

See page 31

Good Mental Health in the Classroom

By W. Carson Ryan

What is good mental health in the classroom, and how do we get it?

Let me say at the outset that I am convinced from all the evidence that we do a great deal for mental health in today's schools-far more than we were doing in 1938, when I made a year-long field survey for the Commonwealth Fund. There was some excellent mental health work being done then, of course, in the schools for young children, especially in nursery school, kindergarten and first three "primary" years. The old traditional formality, the forced silence, the linedup marching, were already gone. "The younger children," said the report, "come gaily down the stairways (if stairways there are), naturally and relatively unrestrained." Far more schools, especially for younger children, would be like this today, though there are still plenty that are not. The 1938 report also pointed out that "a considerable number of schools are distressingly bad" and that some of the worst of these were in cities that were long reputed to have good schools. Moreover, only a few communities at this period had available for use the special aid of child guidance clinics and other services that are now accepted as essenThe author discusses some fundamentals for the classroom

tial in any modern educational program.

Teacher preparation in the thirties was seriously deficient with respect to mental health and human relations generally, though the work of Caroline Zachry and other pioneering mental health folks was beginning to be understood and accepted. It is in this area that some of the most important recent mental health progress has been made. Mental health courses are now a regular part of the program of teacher preparation nearly everywhere in the United States. In a study we made recently for the World Federation of Mental Health, we found at least three fourths of the higher institutions preparing teachers had mental health courses for their students and usually practice opportunities definitely involving mental health and mental health agencies.

A Good Classroom

What does constitute a good classroom in terms of mental health?

First of all, of course, the school room itself should be a pleasant place in which to live and work. It should certainly not have line-up, screwed down rows of seats and desks; the furniture should be light, easily moved.

The teacher needs to be a likeable person (whether young or old) who can smile and laugh at the right time, who enjoys life and wants the children or youth in her group to enjoy life too—even in the school room. The teacher must have had

Editor's Note—Dr. Ryan is Kenan Professor of Education Emeritus, University of North Carolina, Chapel Hill; School Mental Health Consultant for the National Association for Mental Health; and for many years editor of the journal Understanding the Child.

plenty of scientific preparation in understanding behavior—and above all has learned the fundamental truth that "behavior is caused." Once you learn to accept this principle and act upon it, you cannot just condemn or lament. This is the modern scientific attitude toward human behavior. You say, "Let's see; what is the cause? What is behind this behavior?" And then, of course, "what resources do we have—if we need them in the community guidance clinic or elsewhere?"

Modern Schools

Modern schools have still not gone very far toward mental health in their system of "grades"—first grade, second grade, third grade, etc. Most school people think of this "grade" system as old and long established. Actually it is comparatively new in educational history and was strongly opposed by the best educators of the nineteenth century at the time it was introduced.

A growing number of schools have now abandoned or at least modified this type of classification of pupils.

Whatever justification it may seem to have had when schooling was limited to a very few so-called essentials, the grade system has no place in modern education. This is particularly true of the first three or four years of schooling—even where the ordinary skills are concerned. We have studies which show that whereas with the traditional promotional system one-fourth of the pupils who start in the "first grade" will fail to reach the fourth, in a non-grade system comparatively few of the children fail to reach this point at normal age.

Primary Basis

As Walter Cook puts it: "The primary basis for grouping children should be physical and social development, probably best indicated by chronological age. A child should live and work with the group he most obviously belongs with—one which accepts him and which he accepts." This group should never be more than 25 for best results in learning and personality development.

Incidentally, it's a good thing, I believe, that we have so many married teachers in the schools nowadays-both women and men. Why not? The spinster type of woman teacher was never quite as bad as we painted her, of course, but to limit the profession of teaching in the elementary school to unmarried females is indefensible—especially if we are concerned with good mental health in the classroom. We do still need, however, to a greater extent than we now have it. what the Commonwealth Fund report said was so necessary-"a change in the method and preparation of teachers and administrators that will make teacher education more like the training of social workers, with emphasis on cultural resourcefulness, the sciences underlying behavoir, and direct contacts with children."

Present Day Critics

There are, of course, some present-day critics who are quite vociferous about the faults of our present schools. They claim that the "fundamentals" (i.e., the timehonored skills of reading, writing, and arithmetic), are not taught as well today as they were in former days. This is, of course, not true. Current studies show that on the whole we do a better job in inculcating the basic skills than did the schools of an older generation. What the critics refuse to consider, however, is that in modern education we are concerned with some other real fundamentals—the essentials of healthy, happy, resourceful living in today's world. And these are fundamental to good mental health.



Tom Collins

The Challenge

To Be

AEA Statew

October 31

Campus, Arizona

"War Against Man" will be Norman Cousins' subject when he addresses the first session of the 67th AEA Annual Convention. Mr. Cousins is Editor of the *Saturday Review* and author of numerous books. In connection with his editorship, he has been to every corner of America and to every continent in the world.

He has received degrees, honoris causa, from eleven colleges and universities in literature, humane letters and laws.

"Horizons Unlimited" will be the subject of a panel discussion led by Lawrence G. Derthick, U.S. Commission of Education. Working with Dr. Derthick will be, Mrs. Rollin Brown, Immediate Past President of the National Congress of Parents and Teachers, Philip B. Gilliam, Judge of the Juvenile Court, Denver Colorado, Willard

GENERA

Men's Physical Ed Registration—Thu p.m. Fric

Exhibits—Thursda General Sessions— 9:8

Philip B. Gilliam



Willard Abraham





^c a New Age

eme of

Convention

November 1

te College, Tempe



Norman Cousins

ETINGS

on Building: 7, Oct. 30, 3:00-9:00

Oct. 31, 8:00 p.m. riday, Saturday ay, October 31 1., 2:30 p.m., 8 p.m.

Derthick



Abraham, Head, Division of Special Education, ASC, Tempe, and Major General Emil Lenzner (Rtd.) Deputy Chief Signal Officer, U.S. Army, 1957-1958, now Associate Dean, College of Engineering, University of Arizona.

"Your Are Greater Than You Think" is the topic Tom Collins, humorist and philosopher has chosen to amuse, challenge and inspire the evening session. Mr. Collins, Publicity Director of the City National Bank and Trust Company of Kansas City, Missouri, is known as "the speaker who is most often asked back". He is said to have the unusual technique of putting over a definite theme of inspirational nature while "keeping his audience in stitches".

See page 21

Mrs. Rollin Brown



Emil Lenzner





A Class In Geography

In the Fall of 1956 it became possible for Arizona Teachers to take part in the Exchange Program under the Fullbright Act. It was my previlege to be in the first group chosen to spend the academic year of 1957-1958 in Great Britain.

In writing about my year on exchange I make no claims to representing the opinions of the many teachers who have taken part in the program. My experiences and reactions are strictly my own and very subjective. There is a great need for research in this field of international exchange. Whether or not the program is having the desired results is open to question. However, until such a study is made, individual reactions may be of interest.

Without Assignment

Since the woman who took my place teaching United States History at North Phoenix High School was the principal of a London evening school, I arrived in that city without a specific assignment. However, I was soon added to the faculty of one of the new Comprehensive Schools which are an outgrowth of the Education

Impressions from

A Year On Exchange

By R. B. Bridgewater

Act of 1944. This act increased the "school leaving age" to fifteen years and opened the way for increased educational opportunity for all.

One cannot help but admire the courageous way the British anticipated their public problems and plunged ahead in the immediate post-war period to solve them. Those readers who are familiar with post-war periods in the United States know we have not always been as prudent.

In August of 1944 the London County Council aimed at establishing a system of comprehensive high schools throughout London which "would provide for all pupils equal opportunity for physical, intellectual, social and spiritual development; while taking advantage of the practical interests of the pupils, they would make the full development of personality the first objective." The Council made it clear that the old schools should be organized as united wholes and not in the old divisions of grammar, technical and modern which had been the established pre-war organization.

Forest Hill School was opened in the Fall of 1956. Forest Hill is a suburban area about twenty minutes by train from the center of London. It is Southeast of the Thames in a now "unfashionable" part of the London urban complex. Its nearness to the dock area accounted for

the moderate damage during the war. Expansion of light industry in the area and the building of government housing in war damaged plots are two factors bringing about socio-economic changes in the vicinity. Most of the 1300 boys enrolled are from working class homes.

No Housing Arranged

Since housing had not been arranged for, I took the train to Forest Hill, I stopped in for a chat with a rental agent and heard a familiar story about the shortage of furnished rental housing. However, he told me where to find the school and suggested that I inquire at the home of a retired shopkeeper who might be willing to rent an upstairs apartment. I convinced Mr. and Mrs. Jupp that they should take a chance on two and soon to be three Americans. We were to know the Jupps better than any of our acquaintances in Britain. They took every opportunity to help us with housekeeping, shopping, playing the football pools, and the thousands of things which only friends can do for you. Since their grandson was a student at the school, I was always able to get a little inside information.

It was through this family that I first noticed a fundamental difference between the English and the Americans. For many reasons they are not as prone to accept new ways of doing things as the Americans, Thus, it is not uncommon to see many individually owned stalls selling grocery items immediately in front of a newly opened super-market. Many English shoppers prefer not to go to the more modern stores. This is not to infer that change is not going on in Britain. However, it is to say that an American who is used to the galloping change which is a real problem in this country, is much more aware of the hand of the past and weight of tradition when he lives in Britain.

Forest Hill School and all the other new Comprehensive Schools, with their philosophy of educating all in the light

Turn to page 22



October, 1958

A Community Comes to the Rescue

By Thomas Warbel

The children of the Ft. Huachuca, Sierra Vista area in Arizona were without an adequate activity program. Attending High School 40 miles away in Tombstone, left little time for extra curricular activities.

A group of local citizens became interested in the plight of the youngsters and organized themselves into a Central Youth Association. They elected a President and a Board of Governors and set out to help their boys and girls.

The first action of the Association was the organization of a teenage club, which was run primarily as a group activity under the direction of a parent volunteer. Interest mounted so rapidly that teenagers from almost every family in the area enrolled as members. The rapid increase in membership made it necessary to replace the part-time director with a full time experienced youth coordinator. The coordinator worked under the supervision of a representative of the Board of Governors who gives legal advice and guidance when necessary.

New Interest

The Teen Age Club has provided the children with a new interest. The coordinator gives the members the privilege of planning and carrying out their own programs. Among their activities are dances (both formals and hops), table tennis, horseback riding, bowling, discussion groups, music appreciation and field trips. These activities fulfill the requirements of an extra curricula school program, which the 80-mile a day travel precludes.

Adequate space has been made available in the community center building of the Officers' Club. Additional facilities are provided from time to time to keep the interest alive.

Financing has not been a difficult task, since each member pays \$1 registration fee, and a 50¢ monthly charge. The list of members are posted on separate cards on a board in the community center. A statement of dues is written on the back of each card. This provides a record for student and parent alike. In addition to the dues paid by the individual members, the Central Youth Association allows the club \$900 a year. An accurate account of all funds is kept by the coordinator and his assistant.

Add to Their Knowledge

The community is kept informed about the program through the local newspaper and through "Talks to Parents". The parents are very cooperative and many of them take regular turns as chaperones at social events. Since the activities are always held on Fridays, Saturdays or Sundays, the program does not interfere with studying. Instead, the teenagers add to their knowledge since they are learning democratic citizenship through the administration of, and participation in, their planned activities. All members take some part in the program, and since their parents know they are under supervision, they are pleased to have their children participating.

The work of the youngsters, under the

Turn to page 30

Outline of Allied Organization Meetings

THURSDAY, OCTOBER 30

ASCD: 6:30 p.m., Highway House, 3110 E. Van Buren, Phoenix, Banquet.

FRIDAY, OCTOBER 31

- Bilingual Children: 12 Noon. L.D.S. Church, 221 E. 6th St., Tempe, Luncheon, Dr. Howard Tessen, Speaker.
- Driver Education: 7:30 a.m., Casa Loma Hotel, 398 Mill Ave., Tempe, Breakfast and business meeting.
- EDUCATIONAL SECRETARIES: 6:30 p. m., Safari Hotel, Scottsdale, Banquet.
- English Teachers: 12 Noon, South Half Ballroom, Memorial Union, Luncheon.
- Health, Physical Education and Recreation: 12 Noon, Casa Vieja, 3 W. 1st, Tempe, Luncheon.
- International Reading Council: 12 Noon to 2:00. Saguaro Hall, Adelphia Dr., Tempe—Joint Luncheon with Council for Exceptional Children and Association for Gifted Children.
- Home Economics: 12 Noon, 218 ABC, Memorial Union, Luncheon.
- Industrial Arts: 1:00 p.m., Room 137, Engineering Building, Business Meeting.
- Library Association (School Section): 12 Noon—Harmon Ranch House, 1314 E. Apache Blyd., Tempe, Luncheon, Business meeting — Jane Rietveld, Speaker.
- Mathematics Teachers: 12 Noon, Payne Training School Cafeteria, Luncheon.
- Music Educators: 8:30 a.m. 5:00 p.m. Tempe High School Gymn—Practice.
- Personnel & Guidance: 12 Noon—North ½ Ballroom, Memorial Union, Luncheon.

- Secondary School Principles: 12:15 p.m., Desert Hills, 2745 E. Van Buren, Luncheon.
- Women Deans and Counselors: 12 Noon to 2:00 p.m. Upper Lounge, Luncheon.

SATURDAY, NOVEMBER 1

- ART EDUCATION: 9:00 a.m. 12 Noon, Arts 329. Meeting, 12:30 p.m. Luncheon, 218A, Memorial Union Building.
- Audio Visual: 12:30 · 1:30 p.m., 218C Memorial Union, Luncheon.
- Association for Childhood Education: 7:30 a.m., Saguaro Hall, Breakfast and Business.
- Bilingual Children: 10:30 a.m.-12 Noon, Room 250, Science Building, Demonstrations.
- EDUCATIONAL SECRETARIES: 8:00 a.m.-12:30 p.m., Room 350, Science Building, Workshop. 12:30 p.m., North Ballroom, Memorial Union, Luncheon.
- Elementary School Administrators: 10:00 a.m., Cosner (Payne) Auditorium—Meeting with AASA, Dr. Derthick, Speaker. 11:00 a.m., Business Meeting.
- EXCEPTIONAL CHILDREN: 9:00 a.m.-12:30 Room 103, Business Administration Building, Workshop.
- Foreign Language: 9:00-12 Noon and 2:00 p.m., Browsing Room, Library. 12 Noon, Faculty Dining Room, Luncheon.
- Health P.E. & Recreation: 8:30 a.m.-12 Noon Men's P.E. Building, Business Meeting, Elections, General Assembly. Wes Townsend, Speaker.
- Industrial Arts: 8:00 a.m., South Ball Room, Memorial Union, Breakfast with

Turn to page 28

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On Exchange

(from page 19)

of individual abilities in a common school, exist along side older schools with attitudes which slow the pace of change.

In Great Britain the children leave the elementary school at age eleven. During that year they take the so-called eleven plus examination. There has been much discussion about the desirability of such a procedure, but in most areas the exam is still administered and the score influences, to a large measure, in which secondary school the child is enrolled. At Forest Hill School we had the full range of intellectual ability except the top ten per-cent. Those boys were attending local grammar schools.

Common Course

During the first two years all boys at Forest Hill (ages 12 to 13) take a common course consisting of English, Mathematics, History, Geography, Science, Arts and Crafts, Music, Physical Education and Religious Education. French is included in the program of the brighter student.

In this six year secondary school system the boys are segregated according to intellectual ability. Each year has nine "sets" which represent nine groups of boys from the top to bottom in intellectual ability. The student is fully aware of the implications of the designation I-9 which indicates the first year and the lowest academic group.

Most of the boys leave the school at the end of the fourth year when they reach the official school leaving age of fifteen. In the third year preliminary talks about educational qualifications for a variety of jobs are given and the boys are helped to plan the work of the fourth and fifth years. The most successful of the boys may hope to be chosen by the staff to sit for the General Certificate of Education (Ordinary Level) Examination. For the average boy at Forest Hill School the prospect of taking the GCE was remote indeed. Most boys who pass the GCE in a subject area do so at the end of the fifth year. However, a few lads will pass at the end of the fourth year. Boys who stay for the fifth and sixth years are the exception. They are working toward the Advanced and Scholarship levels of the GCE.

These external exams set the tone of the intellectual work of the school. There is no graduation as we know it. The local school is involved more in moving the boys toward the external exam than in setting its own standards. Because of the importance of this preparation, an American Exchange Teacher should not hope to teach the brighter boys in a secondary school. The tremendous importance given to these exams would preclude a head-master intrusting this work to a person not intimately aware of the complete program and the testing procedure.

Teaching Assignment

Fortunately I was given the opportunity to teach a class in United States History to a fourth year group and a course in Current Affairs to a fifth year group. The other forms which came to me were less able students who would not be taking the GCE.

Much effort is made to offset the effects of intellectual grouping by well thought out social organization of the school. The boys are placed in one of six Houses when they enter the school. Each House is divided into Tutor Groups of twenty-five to thirty boys with a staff member in charge. These boys stay together during their school career. Sports, meals, at-

See page 24

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On Exchange

(from page 23)

tendance matters, indeed the entire nonacademic side of the school is conducted through the Tutor Group.

First, Britain is facing all of the post war problems which education is facing in this country. And their solutions must be found without the tremendous resources at our hands. Centuries of tradition which has made education the privilege of a few, makes progress difficult. What progress that is made comes from the top down. Parents are discouraged from having an active part in school planning.

Second, the emphasis on subject matter is paramount, I was discouraged to find that the memorization of texts and the copying of teacher remarks was firmly entrenched.

Thirdly, the lack of student body government is an example of the authoritarian nature of the schools. The prefect

system is used. Select students are chosen by the administration and given authority to help carry out the rules of the school. Teachers are subjected to a well thought outline and staff organization. Teaching assignments and duties are arbitrarily made.

In conclusion I might say that there are signs of concern for teaching for democracy in British schools just as there are in this country. Movement in that direction is being blocked in both countries. Criticisms which I have voiced here could be and is leveled at many schools in this country.

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Professional News and Notes

THE NATION'S TOTAL SCHOOL AND COLLEGE enrollment, increasing for the 14th consecutive year, will reach a new all-time peak of about 45 million in school year 1958-59, reports Lawrence G. Derthick, U. S. Commissioner of Education.

Enrollment will be about 1,750,000 higher than the previous record enrollment of 43,195,000 last school year.

One of every four persons in the United States will attend school or college.

The shortage of qualified teachers will continue this school year.

More Than 600 teachers from the united States and 42 other countries will take part in the 1958-59 teacher exchange program.

With this year's exchange, nearly 5,000 teachers from the United States and 64 other countries will have participated in the program, which is now in its thirteenth year.

THE NEW UNIVERSITY OF ARIZONA TELEVISION STATION has been assigned the call letters KUAT by the Federal Communications Commission, according to an announcement by Ben C. Markland, manager, UA Radio and Television Bureau.

a \$1,500 college scholarship will be awarded to the high school student who wins the 1958-59 Voice of Democracy scriptwriting contest, the National Association of Broadcasters and Electronic Industries Association, sponsors of the contest, has announced.

The top winner may use the scholarship at any college he or she chooses. This scholarship is administered by the National Association of Secondary-School Principals, a department of the National Education Association.

THE SECOND PRINTING OF *The Cotton Story*, by Sidney W. Wilcox, Assistant Professor of English, ASC, Tempe, is now available at the College in two bindings.

The copyright page carries the Library of Congress Catalogue Card Number 58-13758.

this year freedoms foundation continues its School Awards Program, approved by the Secondary School Principals' Association, through which it offers fifty or more Valley Forge Pilgrimage (all-expense) trips for student-teacher teams, fifty or more Valley Forge Freedom Libraries of books, pictures and documents relating to the Credo of the American Way of Life and an additional fifty to one hundred George Washington Honor medallions for 1957-58 school programs of whatever nature which brought about a better understanding of the American Way of Life.

Up to thirty awards of \$100 plus additional George Washington Honor Medals are also available to school papers for student editorials on some phase of the American Way of Life.

All nominations for 1958 must be filed with Freedoms Foundation before November 1, 1958.

MARJORIE BATCHELDER MCPHARLIN, AUTHOR of several books on the subject of puppetry, and its use in creative drama, has just recently returned to this country after a State Department assignment which included judging the International Doll and Puppetry show for the United States at the World's Fair, as well as holding workshops in Copenhagen, Denmark, and Ankara, Turkey.

Mrs. McPharlin will be remembered as a speaker at the 1957 AEA Convention. (from page 7)

ing direct relief at an average of \$43.00. Over 24,682 persons have been certified to receive federal surplus foods each month.

Division of Child Welfare. This division must provide for and act in "loco parentis" for 821 children in foster homes; as well as study and license adoptive homes, child caring institutions; work closely with the courts for child neglect and dependency, etc.

Division of Crippled Children Services. This division provides free diagnostic services to any child with a crippling condition or a condition which might lead to crippling. Treatment, surgery, and hospitalization are furnished for those who need it and whose parents cannot afford the cost. About 4,200 children are now on

our active register. A surgical wing which will enable us to better take care of these youngsters is now under construction.

I would like to take this opportunity to publicly salute the gallant and loyal staff in the department. Gallant because altho they are carrying terrific case loads (the highest in the southwest), they still manage to smile. Loyal because many remain with the department although they are drastically underpaid. The entrance salary for social workers in Arizona is \$3216; the maximum which is reached is 5 years at \$3720. A college degree is a requirement for these workers!!!

However, the frustration of overwork and the inability to meet every day expenses and obligations on the low salaries force many to leave our employ. The turnover in the department last year, statewide, was over 50 percent. In our

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three largest counties casewise it stands: Pima 74%, Pinal 125% and Maricopa 60%!!!

I pray this article may interest you in our department and that it raises queries. We will welcome them.

My most sincere gratitude goes to Mr. Fen Hildreth, Commissioner of our department, without whose help this article could never have been!

Calendar

Oct. 31—Nov. 1—AEA Statewide Convention

Nov. 5-8—Fall Regional, Council for Exception Children, Denver, Colo.

Nov. 9-15-American Education Week

Nov. 15—AEA Statewide Legislative Meeting

Nov. 28-29—44th Annual Meeting of the National Council for Geographic Education (formerly National Council of Geography Teachers), New York City

Jan. 10—AEA Presidents Meeting, Phoenix

Feb. 8-10 — Dedication Days for Headquarters Building of National Education Association

Feb. 13-14—AAAVED State Convention

Feb. 14-18—American Association of School Administrators, Atlantic City

Feb. 20-21 — Annual Spring Conference, A.S.C., Tempe

Feb. 28—AEA Dept. of Classroom Teachers Annual Meeting

March 6-7-8—DKG Convention, Yuma

March 6-7-8—Southwest Region Classroom Teachers Conference, Salt Lake

Mar. 20-21-FTA Convention

March 29—April 3—ACEI Study Conference, St. Louis, Mo.

Apr. 10-11—AEA Delegrate Assembly April 12-18—National Library Week





Allied Organizations

from page 21)

Vocational Education, Dr. Lawrence G. Derthick, Speaker.

9:30 a.m., Room 137, Engineering Building, Business Meeting.

11:30 a.m., Patio Engineering Building—Industrial Education Exhibits.

Intermediate Council, International Reading Association: 9:00 a.m.·12 Noon, Rooms 105, 201, 204, 205, 208, 209, 212, 301, 302, 303, Business Administration Building, Workshop.

Mathematics Teachers: 9:00 a.m. 12 Noon, Rooms 112, 118, Old Main, Elementary Section Meeting, Dr. Richard Madden, Speaker. Senior High School Section Meeting, Dr. John E. Freund, Speaker.

Music Educators: 7:00 a.m., Faculty Dining Room, Memorial Union, Breakfast.
8:00 a.m. · 4:00 p.m., Broadmoor School Cafeteria, Elementary Workshop, Room

231, Arts Building, High School Vocal Teachers, Band Annex, Band and Orchestra Teachers.

Science Teachers: 8:30 a.m. - 12 Noon, Room 150, (Science and ????)

Social Studies: 9:00 a.m.-10:30 a.m., Room 105, Old Main, General Meeting, Dr. V. L. Kelly, U. of A., Speaker.

Spanish and Portuguese: 10:00 a.m., Room 110, Old Main, General Meeting.

STUDENT SECTION, HEALTH, P.E. AND RECREATION: 9:30 a.m.-12 Noon, Room 116, Old Main, General Meeting.

Vocational Agriculture: 9:30 a.m.-12 Noon, Room 311, Business Administration Building, Business Meeting.

Special Features

OCTOBER 31

Alpha Delta Kappa: 12 Noon, Home Economics Building, Luncheon.

See page 30

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A E A Salary

Committee

The AEA Salary Committee members wish to express their willingness and desire to be of service to all local salary committees throughout the State.

If you have questions and problems salary wise, would you write to the salary committee in care of the state headquarters and we will do our best to serve you in the best possible way.

Goals

The committee goes on record as feeling that the NEA suggested salary schedule of \$5000 to \$11,500 for the normal school year is attainable in Arizona.

Salary Kit Listings of Publications from $AEA \cdot NEA$

The committee recommended that the following information be sent to each local salary committee chairman:

- Classroom Teachers Speak on Professional Salary Schedules.
- 2. Teachers Salary Schedules 1958-59.
- 3. The NEA-AEA Salary Goals.
- Methods of Advancement to the NEA-AEA Salary Goals.
- 1958-59 Arizona Salary Schedule (Minimum-Maximum-Increments).
- 6. Cost of living Summaries.

If the local committees do not have copies of "The Teachers Salary Committee and Its Work" and "How Much Should the Teachers be Paid?", we urge that you send to the AEA Headquarters for copies.

Personnel of Salary Committee

Frank Hayne, Chairman Miami High School

Kenneth R. Beals

Phoenix Union High School

Offers Service to Locals

George W. Biltz

Yuma Union High School

Mrs. Dorothy Brooksby Flagstaff Elementary

James Brunstein

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Miss Grace Carson

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Hellas and Roma	Oct. 23
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Gallia	Nov. 6
Iberia	Nov. 13

PERIOD II

Islam	Nov. 20
Land of Lions	Dec. 4
Cathay and Cipangu	Dec. 11
Fairyland	Dec. 18

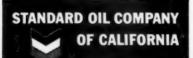
PERIOR III

Muscovy	Jan. 8
Scandia	Jan. 15
Carpathia	Jan. 22

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Special Features

(from page 28)

NOVEMBER 1

Delta Kappa Gamma: 7 a.m., 218A, B&C, Memorial Union, Breakfast, Mrs. Rollin Brown, Speaker.

Phi Delta Kappa (Gamma Delta Chapter): 7:30 a.m., Cafeteria, Memorial Union, Breakfast.

FRIDAY, OCTOBER 31 Departments

AEA DEPARTMENT OF CLASSROOM TEACHers: 6:00 p.m., Ballroom, Memorial Union, Banquet. Lawrence G. Derthick, U. S. Commissioner of Education, Speaker.

AEA DEPARTMENT OF SCHOOL ADMINISTRAtors: 6:00 p.m., Cafeteria, Tempe High School, Banquet, Dr. Hollis A. Moore, Jr., Ex. Secty. Committee for the Advancement of School Administration.

Exhibits

Health and Safety Education: Rooms 104, 105, 212. Men's Physical Ed. Building.

Internal Revenue: Room 211, Men's Physical Building.

Muscular Distrophy: Room 211 Men's Physical Ed. Building.

Milton Bradley Art Supply: Room 26!, Arts Building, Lecture and Demonstration.

Community to Rescue

coordinator, is under constant observation by the community and by the schools. Although the program is not a direct function of the High School, it fills the need of a function which the school should rightfully provide.

The citizens of the community of Ft. Huachuca and Sierra Vista are to be congratulated upon their cooperative efforts. Such efforts are a demonstration of the kind of citizenship of which America is so proud.

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for the asking

Materials offered by Arizona Teacher's advertisers often add that extra spark to class or extra-curricular work.

- 1. Freight Train Cut-Out is a four-color play-and-learn aid. Shows interiors and exteriors of locomotive, 10 freight cars, and caboose; may be erected to form a train. One set per classroom. (Association of American Railroads)
- Facts about writing short paragraphs for profit. (Benson Barrett)

Progress

(from page 13)

reporter getting his reports, for typesetting and corrections. Writing is not a push-button matter. It has been said that although books are high priced, there is but one publishing company making a profit today—in the United States. Plumbing is expensive largely because there are no short-cut ways of getting the job done—and so on.

The Problem

The teaching profession is faced with the problem of doing a non-push-button job of teaching in a period of inflation on a salary that hardly justifies an expensive period of training, or provides economic security. To be a missionary one must be willing to go hungry.

It seems to us that from the primary grades to university graduate study there is no substitute for the face-to-face, question-and-answer, limited-class-size, non-push-button way of teaching. If we must sacrifice this method, taxes will probably go down for the money-savers, but education will also go down—the drain.

What is progress? Who decides?

- 17. With World Book—Science is Method is a brochure that provides for your students help with science learnings and gives insight to scientific methods. (Field Enterprises Educational Corporation)
- 18. Colored Picture Panels—Four popular groups of tropical fishes—55 species in natural surroundings. Size 7½ x 24 inches. (Miracle Filter Company)
- 20. Request Card for a copy of the Teacher's Manual for the 31st Annual Standard School Broadcast Course, "Music Makes a Map". Included with the manual will be a wall-size map as the basis for a classroom project during the course in building a music-map of the world. (Standard Oil of California)
- 27. Posture Posters—set of 5—designed for use in the classroom to illustrate the principles of healthful posture. (American Seating Company)
- 29. Army Occupations and You—A well-indexed handbook (312 pages) of the Army's ten occupational areas, with related civilian jobs. Designed to help your people plan their careers. Intended for guidance counseling work with students and reference for both. (Department of the Army)

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Look - Hear - Now

by Dorothea Pellett Audio-Visual Consultant Topeka, Kansas, Public Schools

Christmas films should be booked at once. Add to your list of favorites.

"The Christmas Deer-a Legend Retold" (14 min. color, Grover-Jennings Productions, 4516 N. Hermitage, Chicago 40) narration with folk-carol accompaniment played by lute and recorder.

"Christmas on Grandfather's Farm: 1890's (22 min, color or b/w, Coronet Films, Coronet Building, Chicago 1) recreates the "turn of the century" time in true-to-remembrance details known now only from books or grandparents' telling.

"Puss-in-Boots", (17 min. b/w, Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.) the delightful first of a new series of fairy-tale dramatization, is played by artfully constructed wooden puppets.

"Enameling Art" (14 min, color, International Film Bureau, 57 E. Jackson Blvd., Chicago 4) a how-to-do-it film that adds the viewing close-up of rare museum examples of fine enameling from four centuries of craftsmanship, to help you enjoy and create work in good design.

"Art in the Western World: The National Gallery of Art, Washington, D.C." (30 min. color, Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.) interprets the treasured examples in the National Gallery.

"Statehood for Alaska and Hawaii?" (54 min. b/w McGraw-Hill Text Films, 330 W. 42nd St., New York 36) by the "See It Now" Murrow-Friendly team, gives interviews for and against the propositions for both territories, now of interest in providing background to current happenings. Arguments common to both territories are given.

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